

**GOING DIGITAL: TARGETING MILLENNIALS  
IN THE MILITARY SECTOR.  
AN ANALYSIS OF THE DIGITAL PRESENCE OF EUROPEAN  
MILITARY HIGHER EDUCATION INSTITUTIONS**

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**Abstract:**

*Technology became the new reality in the 21<sup>st</sup> century, changing the rules of the game in terms of education, employment, social engagement and other vital aspects of the society – from new instruments of production, new communication tools, medical innovations to new generations that were born in a technological era, craving for more digital content, making it difficult for the labor market to cope with all their requirements and needs. In this context, one can conclude that there is a need for education institutions (especially military ones, which tend to be more conservative) to rethink their strategies and methods used for recruiting the younger generations, so as to be able to meet their expectations, as well as to adapt to the fast changes generated by future technological developments. Therefore, the article aims to define, based on a process of literature review, the main characteristics of the Millennials generation, especially in terms of job expectations and labor market opportunities. Based on their portrait, the article will analyze the digital presence of military higher education institutions across Europe, by conducting a case study based on open source information on the most used social platforms by Millennials.*

**Keywords:** *Millennials, technology, military higher education, job expectations, digital profile.*

**Introduction**

In the past years, the worldwide society went through several transforming processes, outlined by the various changes and developments experienced. Probably one of the most important factors

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that determined important social challenges was (and continues to be) technology – the social reality of the 21<sup>st</sup> century. In comparison with the previous decades, technology has become nowadays part of each daily activity, starting from online shopping, online doctor appointment to online finances, online education and so on, generating a real struggle for the older generations to adapt to its functionalities and creating new expectations for the new generations (the digital ones) in terms of labor market and future careers.

Technology has, thus, influenced the personal development processes of the younger generations, creating the so-called *digital natives*, a term used to describe a group of people that have been born in the Internet era, who speak the language of the digital world (Prensky, 2001, p. 1). This aspect has allowed practitioners and academics to focus on and further develop the study of generations, from both theoretical and applied research, trying to (1) increase the existing theoretical knowledge on generational theories (either by continuing the work of their predecessors – demonstrating the applicability of their theories, or by developing new generational theories, based on current social contexts) and (2) define the profile of the representatives of new generations (developing applied studies on various domains, based on the generational theories).

Judging by the above-mentioned aspects, one can say that each private and public company has faced in the last years different challenges in term of recruitment processes, considering the entrance of new generations (such as Millennials) on the labor market. A key component to better calibrate the strategies used to attract, hire and then retain their employees is, therefore, to acknowledge and permanently analyze the profile of the new generation employee profile. And since technology dominates all societal branches, this will be the main factor to be considered when building a recruitment strategy.

In this context, this article would follow two main directions: (1) one that will focus on creating an overall image on the initiatives taken in order to define the main characteristics of the Millennial generation, by conducting a literature review analysis of the relevant papers that tackle this topic and (2) one that will focus on determining the level of technology-oriented vision of military higher education institutions

across Europe, by conducting desk research based on open access information. In the end, the article will try to identify new steps to be taken in order to answer to the following research question: *Can military higher education institutions manage the new generations of students?*

This article represents the first step in answering the above question, by extracting lessons learnt from the analysis of Millennials, starting from the premises that if this generation is considered digital native, then the following generations will definitely take technology as granted and be a more avid consumer of technology, integrating it further in their daily lives. Therefore, establishing the main traits of millennial generation and identifying their behavior in terms of career achievement and recruitment expectation on the labor market can help at developing the main directions in studying the expectations and needs of the following generations (e.g. generation Z) for further development of the recruitment and advertising strategies for vacancies. The second section of the article, which will focus on the digital presence of military higher education institutions in Europe will measure the level of the organizational awareness of military higher education institutions towards the importance of a strong digital presence (especially on social media) in targeting new generations of students/future employees. Given the fact that social media became in the last years the main source of information for younger generations, it is important for higher education institutions (especially the military one, which tend to be more conservative and less transparent) to adapt to the trends determined by new generations and extend their presence on the digital environment to make sure that their messages and information reach the target group in a timely manner.

### **Millennials – the struggle for a generational profile**

The story of generational theories is not recent, the study of the German sociologist Karl Mannheim, “The Problem of Generations” (published in 1927/1928), being considered “the canonical reference point in the field” of the sociology of generations, (Purhonen, 2016, p. 95), the primary analysis lenses for the generations to come (Connolly, 2019, p. 2). However, even though the concept of generation is widely used nowadays, becoming one of the main topics on the research agenda,

academics and researchers have not managed to reach a common definition of the term, facing the same challenge when it comes to generational research: the interdependency between the sociological terms of period, age and generation (Mastrolia & Willits, 2014, p. 45).

The same challenge is also encountered when analyzing the Millennials generation (considered the grandchildren of Baby Boomers – born between 1946-1964 and the children of Generation X – born between 1965 to 1985), practitioners, academics and researchers using various time spans in order to define the birth year boundaries of this particular generation: 1980-1995 for the Canadian authors David K. Foot and Daniel Stoffman (Foot & Stoffman, 1998), after 1982 for the American Psychologist Jean M. Twenge (Twenge, 2010, p. 201) or 1984-2007 for the American authors Neil Howe and William Strauss (Howe & Strauss, 2000), whose work is probably one of the most influential in the study of the Millennials generation. In the same manner, this particular generation has benefited from various names that were trying to comprise the description of the lifestyle of the representatives of this generation: starting from Generation Y to Generation Tech, Next Generation, Generation 2000, Boomer Babies (Howe & Strauss, 2000), Generation Me (Twenge, 2006) or Digital Natives (Prensky, 2001).

However, for this paper it will be used as a reference the time span of 1985-2004 in order to define the representatives of the millennial generation. Moreover, in order to avoid any confusions, this particular generation will be referred during this article as Millennials, generation Y or digital natives.

Therefore, when analyzing the existing literature on this topic, one can observe that while the popular press proves to be an important source of information, the academic literature regarding this generation is more limited (Mastrolia & Willits, 2014, p. 45). As a consequence, taking into account the three main variables that influence the study of generation (period, age and generation/cohort), the literature on Millennials can be divided into two main categories, based on the different angles used by researchers to tackle the generational differences: (1) cross-sectional designs papers – which focus on studying how different generations interact and develop during the same point in time (transforming period into a constant, and maintaining age and

cohort as dependent variables) and (2) panel studies – which focus on studying how a group of individuals of a particular age develops during different periods of time (transforming age into a constant and maintaining period and cohort as dependent variables) (Mastrolia & Willits, 2014, p. 48).

In addition, even though the study of the concept of *generation* has been initiated by European academics (taking into account the *Problem of Generations* paper and the subsequent works that have been published by European authors on the same subject, trying to develop and further apply the theory of Karl Mannheim), in the last years the interest to use this concept in applied studies to further analyze and define the various already-identified and next generations was expressed by American authors, fact demonstrated by the increased number of studies published by different American researchers, practitioners and academics from different domains on this topic. Moreover, when analyzing the existing literature on this topic, one can notice that the business and economic actors were the most interested to describe and explain the *Millennial phenomenon* (see the studies conducted by Pew Research Center in 2007 (Pew Research Center, A Portrait of “Generation Next”. How Young People View Their Lives, Futures and Politics, 2007), 2010 (Pew Research Center, Millennials. A Portrait of Generation Next, 2010), 2014 (Pew Research Center, Millennials in Adulthood. Detached from Institutions, Networked with Friends, 2014), and 2020 (Fry, 2020); by Deloitte in 2008 (Smith, 2008); by Price Waterhouse Coopers in 2008 (Price Waterhouse Coopers, 2008) or by Spectrem Group in 2015 (Spectrem Group, 2015). The main reason behind this increased interest is that this generation was preparing for entering on the workforce, becoming one of the main work powers (thus forcing public and private companies and institutions to adapt to their requirements and expectations when building their recruitment and retainment strategies).

Given these aspects, the first part of the article aims to provide a brief presentation of the definitions and portraits developed by different authors for the representatives of the Millennials generation, synthetizing the main characteristics of this generation. And since the majority of the papers on the Millennials generation selected in the

literature review process focuses on the American and Canadian population, the following conclusions will be specific for this cohort, considering the fact that for the general objective of this article these conclusions and findings are culturally bound (Anderson, Buchko, & Buchko, 2016, p. 693).

Starting with popular press and practitioners' journals papers, one of the most cited work on Millennials characteristics is the book published by the American authors Neil Howe and William Strauss, *Millennials Rising: The Next Great Generation*, which defines eight main traits of the representatives of this generation (Howe & Strauss, 2000), traits that were also further developed and investigated by other authors, as follows:

- (1) Millennial children were strongly desired by their parents, being vital for their family, community and the society at large – in support of this statement, one can notice the fact that the first wave of Millennials marked the beginning of the decrease in abortion rates within the United States (Strauss & Howe, 1992, p. 342);
- (2) Millennials are one of the most protected American generations (Howe & Strauss, 2000), racially and ethnically diverse, being an active part of the child safety and security phenomenon, as well as of the so-called “decade of the child”, defined by several cultural wars, such as the equal rights for homosexuals' movement and the debate on abortion (Anderson, Buchko, & Buchko, 2016, p. 693);
- (3) Born and raised in a world characterized by a large number of opportunities (Howe & Strauss, 2000) (mainly generated by the technological development that marked the end of the first millennium), Millennials tend to develop a strong sense of confidence and a high level of optimism, appreciating the power and the potential of their generation (Mastrolia & Willits, 2014, p. 51);
- (4) Millennials are perceived as spoiled and entitled (Howe & Strauss, 2000), due to their lifestyle – they have been raised in a middle-class environment, as their Baby Boomers parents are proven to be more prosperous than their own parents (the

- Millennials grandparents) (Ng & McGinnis Johnson, 2015, p. 123);
- (5) Millennials prefer working in teams, rather than solving tasks individually (Howe & Strauss, 2000), as a consequence of their parents' choices to encourage them to practice team sports and opt for group learning (Mastrolia & Willits, 2014, p. 51);
  - (6) Millennials prove to have higher levels of post-secondary education (Leete, 2006) than previous generations, living in an era with multiple opportunities in terms of education (Howe & Strauss, 2000);
  - (7) Millennials feel the pressure to excel in their personal lives and professional careers, expressing the need to balance these two main aspects of their lives (Howe & Strauss, 2000);
  - (8) Millennials are characterized as conventional, rather than rebellious (Howe & Strauss, 2000), considering that social rules do play an important part in the architecture of the society (Mastrolia & Willits, 2014, p. 51).

Howe and Strauss' findings are complemented by the work of practitioners who tried to identify the leading characteristics of this generation, briefly described by the American professors Andrea Hershatter and Molly Epstein in their paper, "Millennials and the World of Work: An Organization and Management Perspective": "To some, Millennials are considered the next 'Greatest Generation', that have the necessary instruments and inclination to construct a better future in a world that witnesses multiple geo-political, economic and environmental crises. To others, they represent the 'Generation Whine', young people that have been so protected and over-indulged that now do not developed the necessary abilities to manage simple routine tasks without guidance or external support. And others question the existence of any differences between Millennials and other generations, while wondering whether the generational moniker and its generated media hype have created a self-fulfilling prophecy" (Hershatter & Epstein, 2010, p. 211).

Two main works (*Generation Me* and *The Narcissism Epidemic*), belonging to the American Psychology professor Jean Twenge, seem to add an archival data perspective on the popular press literature, the

author analyzing a large volume of data from different psychological scales over time in order to define the main traits of the Millennials generation by comparison with previous generations. Therefore, the comparison showed that the Generation Y members (1) tend to be narcissistic, (2) developed a high level of self-confidence and self-esteem, and (3) suffer from anxiety and depression, while being highly extroverted (Twenge, 2006), supporting the already-obtained results from the press. However, even though Twenge's findings have contributed to the development of the Millennials research field, critics expressed concerns with regards to the generational nature of studies and the evidence used to build the conclusions in the *Generation Me* study, as well as with regards to the conclusions draw in *The Narcissistic Epidemic* study (Twenge & Campbell, 2009), because neither author do not have the necessary knowledge and experience in analyzing data regarding psychodynamic treatment of narcissistic disorders, basing their conclusions only on survey data (Mastrolia & Willits, 2014, p. 52).

In comparison with the popular press discussion on this topic, the few empirical academic studies that were identified and taken into account for the present article do not present strong evidence for generational differences, highlighting the idea that generations are similar, being influenced only by the social context that characterizes their appearance and development. One of the studies that support this idea belongs to the authors Lucy Cennamo and Diane Gardner, who investigated the differences between three generations (Baby Boomers, Generation X and Millennials) in terms of work values, job satisfaction, affective organizational commitment and intentions to leave on a 504 Auckland employees' sample. The authors identified differences between the generations under scrutiny with regards to the *status* and *freedom* work values (the younger groups placing more importance on these aspects than the older groups) (Cennamo & Gardner, 2008, p. 891), determining the compatibility between a person and his/her employer (organization) as a key component for all of the subjects interviewed. Based on these results, Cennamo and Gardner highlight the fact that the cross-sectional design of the study failed to (1) allow them to determine whether difference between groups were related to life-stage, career-

stage or genuine generational differences (Mastrolia & Willits, 2014, p. 53) and (2) to generalize their findings (Cennamo & Gardner, 2008, p. 891).

In addition, the study of the American economist and senior research scientist Alec Levenson, who uses an economic approach to study the particularities of the Millennial generation in comparison with previous generations, demonstrates that simple stereotypes about this generation having more privileges than previous generations are simplistic and not significant for defining the Millennial representative. In his study, the author focuses on the normal life cycle stages through which all generations pass, as well as on the significant differences in economic opportunities each generation experienced, opportunities that have increased for more recent generations as a consequence of the technological boom and globalization process (Levenson, 2010, p. 257). Considering the results of his study, Levenson concludes that popular and business press portrays the transition process from one generation to another as sudden and dramatic, but true changes that considerably impact the interaction of each generation with the labor market proved to be more incremental and gradual from one generation to another. The main problem identified by the author is identifying a way of establishing what changes occur during the lifetime of a generation that can be considered a defining characteristic for that generation (Levenson, 2010, p. 263).

Most of the empirical studies that tried to analyze and create the profile of Millennials were conducted in fields related to economy, marketing and business, since companies, facing the massive retirement of the older employees, felt the urge to better adapt their recruitment and retaining strategies to the needs and expectations of the younger talents. The study conducted by the American professors Jean M. Twenge, Stacy M. Campbell, Brian J. Hoffman and Charles E. Lance on the work values of three generations tries to meet to some extent the need of the companies to better know their new generations of employees (Twenge, Campbell & Lance, 2010, p. 1117). Therefore, the study, which used a time-lagged, nationally representative sample of young people, measured their values at the same age at different points in time, avoiding the confusion between age and generation, by examining the results of questionnaires given to graduating high school seniors in 1976, 1991 and 2006

(representing Baby Boomers, Generation X and Millennials), addressing questions about work centrality, job stability and job characteristics (Twenge, Campbell & Lance, 2010, p. 1133). The data set was organized by the authors into five categories – (1) work centrality, (2) extrinsic values (money, status etc.), (3) intrinsic values (results-oriented job), (4) altruistic values (societal worth, making a difference, helping others etc.) and (5) social values (making friend and acquaintances) – and demonstrated that from a generation to another the importance of leisure values increased and work centrality declined. Extrinsic values scored the highest percentage amongst Generation X representatives, followed by Millennials respondents, Boomers taking the last place in this ranking. On the other hand, intrinsic and social values were more appreciated by the Boomers representatives, in comparison with Millennials that gave these values a lower score (Mastrolia & Willits, 2014, p. 55). As a result, authors concluded that there are small to moderate generational differences in work values among the three generations analyzed, Millennials holding stronger values for leisure time and placing more value on work that provides extrinsic rewards, valuing intrinsic and social rewards less than Baby Boomers. An important aspect to be taken into account is that this research should not be interpreted as representative of every worker from a given generation, the study reporting averages (Twenge, Campbell & Lance, 2010, pp. 1133-1138).

Along the same lines, authors Eddy S. W. Ng, Linda Schweitzer and Sean T. Lyons conducted a study that focused on analyzing the career expectations and priorities for the Millennial generation (people born in 1980 or after) and tried to explore differences within this cohort related to a series of factors such as gender, race, year of study and academic performance. The analysis data was collected from a Canadian survey of 23.413 millennial undergraduate university students, assessing the impact of demographic variables and academic achievement on career expectations and priorities, the study representing one of the few studies to examine the demographic heterogeneity within this generation (Ng, Schweitzer & Lyons, 2010, p. 281).

Setting as the main objective of the study the investigation of whether the millennial generation conforms to the popular stereotypes

with respect to their career goals, expectations, and priorities, the authors drew the following conclusions, admitting that these results are subject to limitations taking into consideration the fact that they based their study on self-reported data, which may give rise to social desirability and response-set biases (Ng, Schweitzer & Lyons, 2010, pp. 288-290):

1. Millennials wish for career advancement, and while they chase opportunities for rapid promotions and large pay increases soon after being employed, they also express realistic expectations with regards to their first job (Ng, Schweitzer & Lyons, New, 2010, pp. 288-290);
2. Millennials wish for a nurturing working environment and a good and supportive colleague collective, as a result of the parenting style experience at home and their educational style (predominantly based on team work) (Ng, Schweitzer & Lyons, 2010, p. 290);
3. Millennials are strong promoters of the work-life balance - which, at the moment of the study, meant benefits such as tuition reimbursement, flexible program, onsite meals and friendly environment (Mastrolia & Willits, 2014, p. 58).

Complementary to all the above-mentioned traits, one of the most common characteristics of the Millennials generation identified by both popular press and academic researchers is the dependence on technology. Millennials have been born in an era dominated by technology, never knowing a time prior to cell phones, computers and the Internet (Anderson, Buchko & Buchko, 2016, p. 697). They have integrated technology in all aspects of their lifestyle and, therefore, for technology-enabled knowledge workers, work represents now a thing to do, not a place to go to, as Millennials express the tendency to opt for jobs that allow them to work remotely or that promote less formal work environments (Thompson & Brodie Gregory, 2012, p. 242).

Social networks like Facebook, Instagram and most recently, Tik Tok, enabled Millennials to interact in a more facile and effective manner, keeping in touch with many more people that older generations managed to do in the past, aspect which is considered by Millennials as a defining characteristic of their generation, as reported by a research

conducted by Pew Research Center on this topic since 2010, when social networks were still at their beginning (Pew Research Center, 2010). The Millennials inclination towards technology might, as a consequence, translate into their expectations towards their future career and might play an important role in choosing their future workplace (Thompson & Brodie, 2012, p. 242).

In conclusion, the existing literature on the Millennials generation, judging by both categories identified, is based on two main assumptions: (1) each age cohort possesses attitudes and preferences that are considerably different in comparison with other generations and (2) the members of each cohort are homogenous in values, attitudes and preferences. The practitioner and popular press takes the existence of the Millennials generation for granted, attributing to them a series of characteristics such as sheltered, team-oriented, possessing a high level of self-esteem and optimistic, wishing for a career that allows them to maintain a strong balance between work and personal life, while the academic literature strongly questions the existence of any generational delimitations, encountering difficulties in their attempt to analyze first-hand the actual nature of the Millennial phenomenon (Mastrolia & Willits, 2014, p. 64). Therefore, the Millennials are a generation that still needs to be defined, with strong evidence to support and demonstrate their general characteristics.

### **Analysis of digital profiles – case study of European military higher education institutions**

This section of the article will focus on analyzing the digital presence of military higher education institutions across Europe, as a first step in evaluating the level of reform undertaken by this type of institutions in order to adapt to the social realities of the new generations. Creating a profile on the social media platforms most used by the younger generations (such as Millennials or Generation Z) represents a first phase in becoming a relevant actor for the representatives of these generations and in managing to disseminate specific messages and promote educational offers to the certain target groups. Given the fact that social media platforms and new media, in general, have become the main source of information for teenagers, it is

important for all organizations and institutions (especially those with a military profile, which are considered less transparent and more conservative) to have a voice in the online environment that capacitates them to interact with future students/employees and send right messages that can reach the desired target group.

As already mentioned, all private and public institutions are facing challenges in targeting and reaching the new generations of employees, as a consequence of the technological realities the member of the new generations were born and raised to. And since research has proven that Millennials tend to change with ease their jobs and careers so as to better fit their needs (in a study of the Pew Research Center the authors highlighted the fact that almost 60% of employed Millennials have already changed their jobs since the beginning of their professional career) (Pew Research Center, 2010), I consider that is highly important for all companies to invest in studies prospecting the traits of new generations that have recently/now enters the labor market, in order to use efficient instrument to recruit and properly motivate them to keep them in their companies.

One sector that also faces the challenges of recruiting and retaining the new generations of youths is the military sector. Even though states had to adapt to new types of threats and risks to their national security (such as hybrid threats, including disinformation, cyber-attack and so on), military institutions seem to still function on traditionalist principles, expressing reluctance towards integrating new technological instruments in their portfolio of tools in terms of recruitment and training processes. Therefore, the present article tries to explore the extent to which European military institutions adapted to the current technological realities, considering the specificities of the new generations when targeting their future employees.

### **Methodology**

This second part of the article will present the results of a desk research, conducted on a set of Open Source data on the social media profiles of military higher education institutions. Starting from the premises that European military higher education institutions do not use technological instruments to promote their educational offers among the

new generations of students, I have created a database of existing military BA and MA educational programs in European countries, analyzing the social media profiles of those institutions which presented such training programs.

Data was obtained from a desk research on the existing military higher education institutions within Europe, using the Military School Directory as a starting point (the MSD is a global directory of military academies and schools, that covers more than 500 institutions in 133 countries around the world) and Google search engine to complete the information obtained. The database compiled is exclusively based on open source information, analyzing a total of 120 military higher education institutions from 35 countries<sup>1</sup> in terms of educational programs addressed to civil secondary education graduates. The study aimed to identify how many of these institutions have a social profile on the social network platforms most used by Millennials representatives (using as analysis variables the existence of a website and a profile on the following social media platforms - Facebook, Instagram, LinkedIn and YouTube), creating the premises for a future study focusing on analyzing how institutions use their social media profiles to promote their educational offer and to keep an open communication channel with their possible future students.

### **Limitations**

The conclusions of this study cannot be generalized, taking into consideration the following limitations: (1) the data collected was based on information retrieved from the Internet, some of the webpages identified displaying errors that prevented the access to their information; (2) there is no evidence to support the fact that the list compiled includes all existing higher military institutions; (3) for some institutions, there was not a clear and transparent description of their training programs, thus influencing the resulted statistics; (4) for some

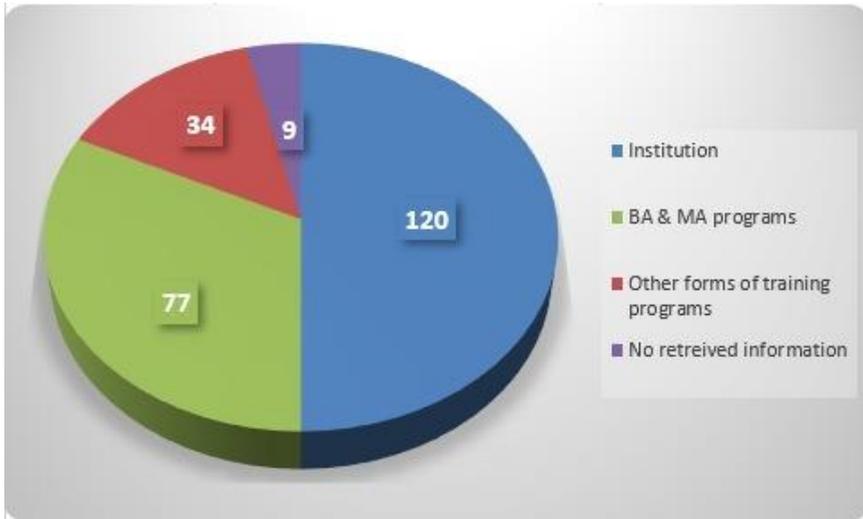
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<sup>1</sup> Albania, Austria, Belarus, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Norway, Netherlands, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom.

countries, the information has been translated into English from their national language, therefore there might have been registered some misinterpretations.

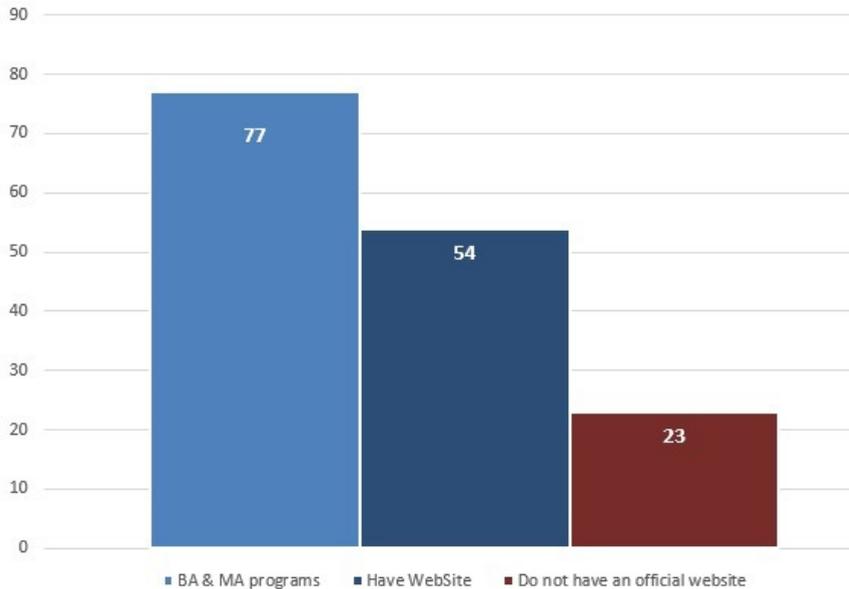
## Results

The study concluded that there are 120 military higher education institutions across 35 European countries (as described in Annex 1), out of which only 77 offer BA and MA educational programs addressed to civil secondary education graduates, while the other 34 focus on delivering training programs for military personnel and for 9 of them there was no available information to allow the analysis.



**Graphic 1:** Military higher education institutions across Europe

With regards to the first variable (website), from these 77 military higher education institutions, only 54 have their own website and 23 of them have a webpage on the official website of the relevant ministry (5 of those who have a website could not be accessed in order to check whether the website belongs to the educational institution or to the relevant ministry).

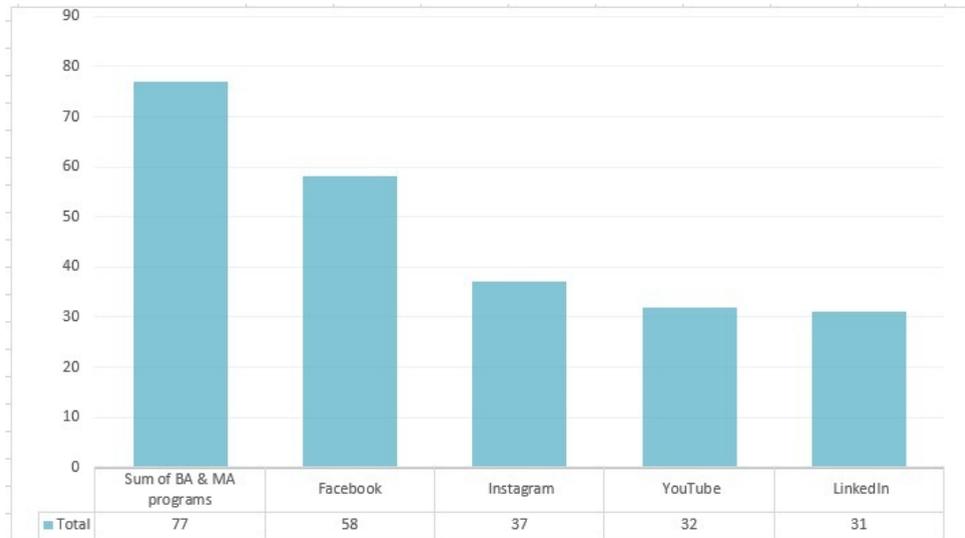


**Graphic 2: Website analysis**

The analysis of the social media profiles of these institutions retrieved the following conclusions:

(1) the most popular social media platform amongst military higher education institutions is Facebook (with 58 institutions having a Facebook profile 4 of which do not display any posts);

(2) the other three social media platforms scored approximate similar values, lower than the ones scored by Facebook, but demonstrating the fact that military higher education institutions have embraced technology, improving their presence on the digital “market”.



**Graphic 3:** Social media presence analysis

### Conclusions

Even if the millennial generation has been studied on different levels and in different domains, this generation still needs to be discovered and further efforts must be made in order to identify and construct a generational profile that can be generally applied when analyzing a cohort belonging to this particular generation. Millennials are, indeed, digital natives, the result of the technological boom that characterized the 21<sup>st</sup> century, but their particularities seem to differ from one culture to another, depending on the geographical region under analysis. However, when talking about the job expectations of the generation Y, the academic literature was able to identify a set of requirements and needs, as follows: less formal work environments, possibility to work remotely, wish for career advancement and chase opportunities for rapid salary increase and promotions and value more their leisure and family time than their career.

The study conducted on the digital profile of the European military higher education institutions showed that social platforms have been integrated within the portfolio of instruments of the military higher education institutions across Europe. Therefore, the study can represent

the premises for a future research on social-media oriented recruitment strategies used by military institutions in order to attract new generations' representatives that better fit their desired professional profile. Therefore, considering the results of this study, a further research can be conducted to analyze (1) the extent to which European military higher education institutions use their social media profiles to promote their educational offers and (2) the content of their educational offers promoted on social media profiles (with a focus on disseminated messages and targeted groups). Another potential topic of research generated by the results of this study is to investigate the willingness of Millennials representatives to opt for a military educational program, based on the awareness raised by the promotion of educational offers in social media, a question that still needs an answer in this regard being *how transparent a military institution should be when promoting its educational offer in order to ensure a high rate of success, while also not violating its internal regulations on classified information and need-to-know principle?* Last but not least, starting from the results presented above, one can also develop a country profile with regards to the digital presence of military institutions in the cyber-world of a country's citizens, making comparisons between different European countries in order to identify the reasons for their choice to focus on a specific social platform or another.

## Annex: Military higher education institutions per country

State	Number of military institutions	Number of military institutions that have BA/MA programs	Number of military institutions targeting military officers	Number of military institutions whose websites were not working
Albania	1	0	0	1
Austria	3	1	1	1
Belarus	1	1	0	0
Belgium	1	1	0	0
Bulgaria	3	3	0	0
Croatia	1	1	0	0
Cyprus	0 (trains abroad)	0	0	0
Czech Republic	2	1	1	0
Denmark	1	1	0	0
Estonia	2	1	1	0
Finland	4	4	0	0
France	13	6	5	2
Germany	8	5	3	0
Greece	3	2	0	1
Hungary	1	1	0	0
Ireland	3	2	1	0
Italy	14	4	9	1
Latvia	2	2	0	0
Lithuania	2	2	0	0
Luxembourg	0 (trains abroad)	0	0	0
Macedonia	1	1	0	0
Malta	0 (trains abroad)	0	0	0
Moldova	1	0	0	1
Norway	5	4	0	1
Netherlands	3	3	0	0
Poland	4	4	0	0
Portugal	5	3	2	0
Romania	7	7	0	0
Serbia	2	1	1	0
Slovakia	2	2	0	0
Slovenia	1	0	1	0
Spain	3	2	1	0
Sweden	4	3	1	0
Switzerland	4	1	3	0
Ukraine	8	6	2	0
United Kingdom	5	2	3	0

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